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Cape Town (UCT), and 5 local non-governmental organizations. Key program characteristics intended to benefit students included:

- Length of the program (6 weeks)
- The stable, on-going relationship with a single organization and site preceptor
- Integration of academic and experiential learning

The second program included 14 students from JHU and 7 students from Makerere University (Uganda) who participated in a new joint study-abroad program focused on child development in Uganda. Participants engaged with local researchers, practitioners, community members, and peers to critically examine initiatives serving children. The program aimed to strengthen the institutional relationship between JHU and Makerere and also foster individual student relationships and global citizenship through meaningful cross-cultural interactions. The program further employed Brown's recommended conditions to reduce potential biases and increase effective peer-to-peer learning (Brown, 1995).

Program evaluation results suggest:

- Orientation and teambuilding matter.
- Degree of mutuality was a key component in both programs.
- A delicate balance must be struck between the academic and experiential components of programs, and students sometimes require assistance in making the connections.
- Programs benefit from intentionally including ways that students can co-construct knowledge with their hosts.

References

Brown, R. (1995). *Prejudice: Its social psychology*. Oxford, UK: Blackwell.